

A Comparative Study on Task Features in Learning Management System (LMS)

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Abstrak

Makalah ini bertujuan untuk menganalisis fitur dalam beberapa sistem manajemen pembelajaran jarak jauh untuk digunakan dalam meningkatkan pengalaman belajar siswa melalui flipped classroom dan Task-based language teaching untuk institusi pendidikan tinggi. Pembelajaran melalui Flipped Classroom telah memperkaya kegiatan belajar mengajar yang luas untuk memperkuat konsep siswa dalam belajar mandiri. Penggunaan sistem manajemen pembelajaran jarak jauh tidak hanya meningkatkan aktivitas siswa tetapi juga membantu membangun pengalaman belajar siswa untuk memahami hakikat pemahaman melalui berbagai tugas. Positifnya, Penggunaan sistem manajemen pembelajaran jarak jauh juga mengembangkan literasi elektronik siswa melalui teknologi. Namun, banyak dosen yang ragu dalam memilih Learning Management System yang tepat sebagai perangkat pembelajaran untuk memudahkan pekerjaan mahasiswa dalam mengerjakan tugas. Oleh karena itu, makalah ini membandingkan empat Sistem Manajemen Pembelajaran, yaitu Moodle, Chamilo, Efront, dan Dokeos, berdasarkan fitur dengan berbagai kriteria dan parameter untuk memilih yang tepat. Hasilnya menunjukkan bahwa Moodle memenuhi sebagian besar kriteria yang dibutuhkan untuk Kelas Terbalik Berbasis Tugas di Perguruan Tinggi.

KataKunci: flipped classroom; system manajemen pembelajaran; pembelajaran bahasa berbasis tugas; fitur tugas

Abstract

This paper aims to analyze features in selected distance learning management systems in improving students' experiential learning through Flipped Classrooms and Task-Based Language Teaching for higher educational institutions. Learning through Flipped Classroom has enriched broad teaching-learning activities to strengthen students' concepts in independent learning. Positively, it is also developing students' electronic literacy through technology. The use of learning management systems not only improves students' activity but also helps construct students' learning experiences for understanding the nature of comprehension through various tasks. However, many lecturers are doubtful about selecting the Learning Management System appropriate to learning tools to facilitate students' work in doing tasks. Therefore, the paper compares four Learning Management Systems, namely Moodle, Chamilo, Efront, and Dokeos, based on features under various criteria and parameters to choose the right one. The result showed that Moodle fulfilled most criteria needed for a Task-Based Flipped Classroom in a Higher Educational Institution.

Keywords: flipped classroom; learning management system; task-based language teaching; task feature

INTRODUCTION

Flipped Classroom has been adopted in many higher education programs, especially during the COVID-19 era. Both students and lecturers face teaching and learning activities through technology. Using technology in the classroom influences the role of educational institutions to prepare students, and educational institutions are positioned to help create a workforce for this new world and experiences (Fauzi et al., 2023). As one of the popular learning models, Flipped Classroom learning can guide students to learn independently to do some tasks designed by the lecturer (Mohamed & Lamia, 2018). The lecturer also engages the students through other learning activities, such as requiring some videos or text that should be read, solving problems, discussion, hands-on activities, and guidance (Hao, 2016). The materials such as videos, power points, and authentic tasks displayed in the application of modern educational technology can be accessed by students every time and everywhere before class (O'Flaherty & Phillips, 2015).

The Flipped Classroom research practice contexts successfully enhance students' learning outcomes. Previous research showed that Flipped Classroom is effective in enhancing speaking skills of vocational high school students (Ainur et al., 2023). However, only a few studies discuss specific platforms that can be implemented in applying the Flipped Classroom. Lecturers and institutions should consider an excellent platform for online learning that refers to students-oriented in exploring the inputs before-class activities. The standard way of applying a Flipped Classroom using application is the Learning Management System (LMS). Through LMS, the lecturer can manage the learning mechanism by developing course content and tests threshold (Louhab et al., 2020). Besides, as machine learning has a significant role in the educational sector, LMS can perform a cognitive analysis based on set input data for both students and lecturers. Thus, LMS can play a vital role in the learners' community before, during, and after instructions because it can reduce lecturers' manual tasks (Al-Masri & Al-Assaf, 2020). LMS is a part of lecturer-designed e-learning systems that work as advance organizers in online learning to independently activate students' processes (Elfeky et al., 2020). Using the Learning Management system, the benefit for students is to learn independently using teaching materials in the form of text or video to maintain their understanding (Pramita et al., 2018). Besides, there are some changes in students' behaviors and characteristics because of their needs and weaknesses in accessing Learning Management System before learning with the lecturer (AlJarrah et al., 2018).

In flipped Classrooms, the lecturer, viewed as a facilitator who supports successful learning, should enable access to information that students need through LMS. Through an asynchronous student-centered learning environment, students can get the opportunity to reflect on their learning (Bachelor, 2017). It is a deliberated appropriate platform that supports the strategy and purposes of learning that students require in pre-class, which can be developed during class in-depth. In this study, the writer designs learning spaces through task features to improve students' communicative skills with a Task-Based Language Learning strategy. By combining two perspectives of Task-Based Language Learning and Flipped Classroom in a Learning Management System, students will be ready to enhance their understanding of the first interpretation. The lecturer needs to choose an appropriate learning management system to reach the learning goals. Therefore, the researcher compares four selected Learning Management Systems: Moodle, Chamilo, Efront, and Dokeos.

These Learning Management Systems are commonly used in Higher Institutions to facilitate flipped classroom activities.

Flipped Classroom

Many studies found that Flipped Classroom is an innovative way to improve students' positivity, including the perceptions, interaction, and skills development in teaching-learning activities (Mufliharsi, Emzir, & Mayuni, 2020). In practice, students can eliminate their pressures in facing difficulties during learning in face-to-face class because the comprehension phase has passed before the course (e.g., grammar exercise or unfamiliar vocabulary test.). Therefore, students can briefly review their difficulties or confusion (Tonkin et al., 2019).

The keys to implementing Flipped Classroom are analyzing and designing the strategies, such as inquiry-based (Jenkins et al., 2017). The essential element is supporting tools within the Flipped Classroom model frame to activate students through a self-directed learning pace and by Learning Management Systems, such as TES BlendSpace (Zainuddin & Perera, 2018). It indicates that applying Flipped Classroom should consider the previous elements, the strategies or learning systems, and supporting tools in framing the model. This study focused on selecting an appropriate Learning Management System to support the Flipped Classroom model in Task-Based Language Teaching sequencing activities.

Task-Based Language Teaching

Task-based language Teaching is widely defined as a type of instruction that utilizes tasks as a unit and practices in a communicative manner. TBLT focuses on giving tasks that can make students practice in learning English (Nugrahaeni, 2022). The task itself is a requirement in building the teaching and learning activities. The impact implies that the task can boost students' input linguistic knowledge and large amounts of output in productive skills, for example, in speaking (Wang & Liu, 2018). In other words, the task reflects an activity in which a person engages to reach an objective and requires language use. The task is mentioned in planning (syllabus) and pushes the students to do the task to perform the target task during instruction focusing on meaningful learning (Schrooten, 2006).

Task-based language teaching has typical task circle frameworks consisting of three steps: pre-task, task process, and post-task. The pre-task phase introduces a new topic or theme of the task and asks the students with well-organized context structure and language forms, and fixing up the model of what and how they will be asked to implement it. The task process represents how tasks given in the previous phase are performed and shown communicatively by students (by presenting, telling stories, and writing). The Post-task phase mainly focuses on self-reflections in handling the tasks (student's process of establishing the task individually, peer evaluation for teamwork result) and teacher evaluation based on comments, language focus, and in-class presentation (Chen & Wang, 2019). In online terms, the circles can implement into a medium that can be designed more flexibly, not limited only to face-to-face learning. Using technology as a supporting tool, TBLT requires students to input nature and timing the form through more activities in various pedagogic procedures to develop students' attention to solve their linguistic problems and arise in communication. Simultaneously, the output requires the communicative task to achieve the outcome of activities in productive skills (in the speaking and writing process) (Ellis, 2017) .

Consequently, it needs a compatible platform as a medium for learning and interactive online teaching and learning activities as a Learning Management System.

Learning Management System

The Learning Management System is an innovative tool that applies software applications and web-based technology to create, track, distribute, and manage teaching-learning online-based types (Elfeky et al., 2020). In other words, lecturers can creatively develop students' learning processes. For many reasons, the features of LMS have been upgraded according to purposes of learning, for example, an interactive communicative tool for lecturer-students through face-to-face meetings, chats, and group discussions such as Moodle, Claroline, and MyGuru., which integrate pedagogical and administrative online tools (Kasim & Khalid, 2016). The processes involve personalized and collaborative learning, which connects students to their classmates and lecturers.

Furthermore, it can also extend classroom activities online by sharing information, research materials, and library resources by providing learning tools such as audio, presentation, animated video, tutorials, and many other things to reach the target of learning (Wulandari & Budiyanto, 2017).

Hence, the lecturer should decide on the appropriate LMS to create and improve students' communicative skills, especially in the Reading Course. It is necessary for students to comprehend their knowledge and communicate with others to share information or ideas based on their readings. Fundamental-wise and the characteristics are specified in figure 1 below, adapted by (Watson & Watson, 2007; Wulandari & Budiyanto, 2017)

FEATURES		
Instructional Method	Standard Features	Content Presentation Curriculum Standards Supporting teacher-directed instruction Bilingual Self-Paced Learning Group Work Authentic Individualized Instruction
	Teacher Customizability	Adaptive sequencing Adaptive Lesson Plan Customizable Instructional Content Prescription of Lesson Online message Center Online Discussion Board Project-based Work
	Outside School	Activities/homework with parent involvement
Data Management		Attendance Enrollment Class Schedule Record of attainments mastered Mastery progress Post-test/ Pre-Test
Assessment		Formative Test Practice Test Diagnostic test Mastery-Level Test
Reporting		Summative Test Report Formative test report Students information report

Figure 1. Features of the Learning Management System

Learning Management System consists of several features. Firstly, Instructional Method can be divided into three types: 1) Standard features refer to typical display seen in the LMS platform; 2) Teacher Customizability refers to teacher or lecturer factors in designing the instruction; 3) Outside School refers to activities before or after learning. Secondly, data management refers to administration tools, and

assessment is an evaluation that the lecturer or teacher uses to confirm students' output. Lastly, reporting is used to document students' information.

The abovementioned features are described in TBLT procedures' requirements, while components of consideration for the online class design through LMS are adapted in Table 1 below (Ellis, 2003; Regine Hampel, 2010).

Design Features		Online Realization of Task Features
1	Goal	Development of communicative skills Collaboration Building sense of community Development of electronic Literacy Individual instruction
2	Task types	Individual Task Interactive task Mixed, involving simple skill to multiple skills Individual task leading to interactive class
3	Importance of task	Mostly low-stake task Some activities provide assessments and therefore higher-stake tasks
4	Input	Mix input the genres Variation in modality Move task with more specific rely on learner's input
5	Condition	Sharing information Split, distributed activities for cooperation
6	Predicted Outcomes	New information and knowledge Discussion Use of Language Higher Mental Process Sharing information and experience Developing a sense of community
7	Teacher/ Factors	Lecturer Lecturer task roles limited Some tasks are more detailed and structured feedback required
8	Learner Factors	Mix task roles Range of tasks for individual task

Figure 1. Task Features through LMS platform

A Goal feature describes the purposes of TBLT through online learning, such as developing communicative skills, collaborative learning, building a sense of community, developing electronic literacy, and supporting individual instruction. Task type supports students' engagement in learning through individual tasks, interactive tasks, and varied tasks to achieve distance learning. Meanwhile, the importance of tasks provides various tasks as a substantial part of the course. The input is designed in various combinations of verbal and visual modalities from multiple sources. The condition relates to designing effective instruction for students in receiving knowledge and doing some activities through LMS. The outcomes relate to products or processes that imply new knowledge and develop students' higher-order thinking. The learner factors refer to students' participation through LMS in all phases (before, during, and post-class). Teacher or lecturer factors are tied to the lecturer's management in providing general encouragement and support. These considerations indicate reasons for selecting appropriate LMS in Task-Based Flipped Classrooms.

This paper discusses the standard process design towards selecting an authentic, reliable, and practical potential Learning Management System that can be utilized for the task-based flipped classroom for the Higher education program. Besides, it is necessary to compare the platforms in terms of user-friendliness and integration with other systems (Kasim & Khalid, 2016).

LMS Platforms

Learning Management Systems are available in the commercial and public domains and have some strengths and drawbacks. The types of platforms for LMS are

open-source and commercial. This paper selects commonly open-source platforms like Moodle, Chamilo, Efront, and Dokeos.

Moodle

Moodle is the most common learning management system named Modular Object-Oriented Dynamic Learning Environment. Moodle has various functions embedded in a Moodle Course Management System, including video lectures, online quizzes, resources, and e-journals. Its operations are proven to explain fostered learner autonomy and learning behavior (Tsai, 2021). Moreover, it provides lecture-based lessons and creates student-centered procedures to be responsive and more engaged in lessons so that students have positive attitudes and a good experience in learning (Doman & Webb, 2017). Moodle's system has been updated in dynamic development and combines all instructional strategies and tools which learners can access at a specific time through online learning. It also can allow synchronous and asynchronous interaction to provide a personal and collaborative medium.

Chamilo

Chamilo is a free e-learning and content management system aiming to develop global education and knowledge access under the Chamilo association to maintain and build social networking. The research shows that teaching using Chamilo involves pronunciation variants because it supports face-to-face classes (Valencia et al., 2017). Besides, using Chamilo also helps the lecturer imply a learning strategy in reading comprehension to improve students' attitudes (Rahmah et al., 2020).

Efront

Efront is an e-learning platform designed to facilitate online learning communities. It is used well for professional development and can be translated into more than 30 languages. The purpose of eFront is to attract and maintain customers' interest (Mukoviz et al., 2019). It also provides an e-learning environment by controlling systems to work well.

Dokeos

Dokeos is one of the e-learning media in developing customized training and assessment. The research shows that Dokeos can be developed with telegram as a learning medium to increase students' motivation to learn. The result showed that Dokeos is developed through seven stages: need and literature analysis, product design, product development, small-scale trials, product revisions, large-scale trials, and the final product (Winarto et al., 2019).

RESEARCH METHOD

This study compared selected learning open-source management systems that need updating and provide fast, authentic, and updated information to satisfy academic needs. The types of platforms for LMS are open-source and commercial. The study selected commonly open-source platforms, namely Moodle, Chamilo, Efront, and Dokeos. There are some criteria and parameters implied as some considerations. For the first steps, four LMS are analyzed by features of the LMS, which consist of six main concerns of the analysis: Standard Feature, Teacher Customizability, Outside School, Data Management, Assessment, and Reporting. In the last steps, the writer also analyzed the task feature of LMS, including the goal, task types, the importance of

tasks, input, conditions, predicted outcomes, lecturer or teacher factors, and student factors.

RESULT AND DISCUSSION

Result

Standard Features Criteria

Standard features refer to common displays seen in the LMS platforms. The learning management system works to gather and centralize students' learning activities through a distance learning system by technology. Furthermore, it also deploys online training resources on a global scale. However, this requires finding an LMS that suits all teaching and learning needs. The study results demonstrated no significant difference in standard features in each analyzed LMS. Each LMS, like Efron, Dokeos, Moodle, and Chamilo, has all of the LMS standard features.

Standar feature	Features	Moodle	Chamilo	Efront	Dokeos
	Content Presentation	1	1	1	1
	Curriculum Standards	1	1	1	1
	Supporting teacher-directed instruction	1	1	1	1
	Bilingual	1 x	x	x	x
	Group Work	1 x	x	x	1
	Self-Paced Learning	1	1	1	1
	Authentic individualized instruction	1	1	1	1
		1 x	x	x	x

Figure 2. Standard Features through LMS Platforms

Multi-lingual plugin

One of the individual instructions features requires support from the great community. Each LMS does not have this kind of feature, but Moodle's community answered this feature in LMS community by maximizing the use of regrading or comment of the LMS. However, two critical things appeared. First, Moodle has several plugin features to support the bilingual system's use. Besides that, the system is also supported by settings that can change specific languages, as shown in figure 4 below:



Figure 3. Multi-Lingual Plugin

Teacher Customizability

As the common feature in LMS, teacher customizability focuses on how LMS allows the teacher to customize lessons in the LMS consisting of Adaptive sequencing, Adaptive Lesson Plan, Customizable instructional, Content, and Prescription of Lessons.

The data showed that all LMS allow the teacher to customize the lesson's content in the LMS. Moodle delivers the parent role besides the student role and teacher role. This role allows the parent to search for the needed information.

Teacher Customizability	Adaptive sequencing	1	1	1	1
	Adaptive Lesson Plan	1	1	1	1
	Customizable instructional	1	1	1	1
	Content	1	1	1	1
	Prescription of Lesson	1	1	1	1

Figure 4. Teacher Customizability

Outside School

This feature is tied to how LMS delivers the utilities on the activities before or after learning. The data revealed that all LMS has the tools to deliver an online message center, online discussion board, and project-based work.

Outside School	Online message Center	1	1	1	1
	Online Discussion Board	1	1	1	1
	Project-Based Work	1	1	1	1
	Activities/homework with parent involvement	x	x	x	

Figure 5. Outside School

However, the feature of parent involvement in the assignment is limited. Though Moodle delivers the parent role besides the student role, the teacher role. This role provides the ability to give freedom to the parent to search for the information needed.

Data Management, Assessment, and Reporting

Commonly, all LMS provide features such as assessment, data management, and reporting. Those features have been included in the default form of each LMS. However, the role of system administration and teacher on each feature plays a vital role in making everything run smoothly.

Task Features Criteria

The learning management systems' task features of Task-Based Language Teaching are adapted from (Ellis, 2003) and modified from Hampel (2010); The goal, task types, importance of tasks, input, conditions, predicted outcomes, lecturer or teacher factors, and student factors.

Features		Moodle	Chamilo	Efront	Dokeos
Data Management	Attendance	1	1	1	1
	Enrollment	1	1	1	1
	Class Schedule	1	1	1	1
	Record of attainments-mastered	1	1	1	1
Features		Moodle	Chamilo	Efront	Dokeos
Assessment	Mastery progress	1	1	1	1
	Post-test PreTest	1	1	1	1
	Formative Test	1	1	1	1
	Practice Test	1	1	1	1
	Diagnostic test	1	1	1	1
Features		Moodle	Chamilo	Efront	Dokeos
Reporting	Mastery-Level Test	1	1	1	1
	Summative Test Report	1	1	1	1
	Formative test report	1	1	1	1
	Students information Report	1	1	1	1

Figure 6. Data Management, Assessment, and Reporting

Goal

Features		Moodle	Chamilo	Efront	Dokeos
Goal	Development of communicative skills	1	1	1	1
	Collaboration	1	1	1	1
	Building sense of community	1*	x	x	x
	Development of electronic	1	1	1	1
	Literacy	1	1	1	1
	Individual instruction	x	x	x	x

Figure 7. The Goal

The goal describes the purposes of TBLT through online learning, such as developing communicative skills, collaborative learning, and a sense of community, developing electronic literacy, and supporting individual instruction, as described in the table.

Task Type

Task type supports students' engagement in learning through individual, interactive, and mixed tasks to achieve distance learning goals. As the main feature of LMS, each LMS platform automatically endows assessment or task in the activity. As a result, the data revealed that all task types provide in all LMS.

The feature of each LMS administers the purpose of TBLT in the LMS. However, how the lecturer delivers the lesson to incorporate the purpose of TBLT is compulsory. The teacher should know how the features are fulfilled in the classroom.

Features		Moodle	Chamilo	Efront	Dokeos
Tasktypes	IndividualTask	1	1	1	1
	Interactive task	1	1	1	1
	Mixed involving simple skill to multiple skills	1	1	1	1
	Individual task leading to interactive class	1	1	1	1

Figure 8. Task Types

Importance of task

The importance of the task provides various tasks as a substantial part of the course. As previously stated, the role of the teacher in maximizing LMS is crucial. The data determined that every single LMS provides the features of the task.

Features		Moodle	Chamilo	Efront	Dokeos
Importance of task	Mostly low-stake task	1	1	1	1
	Some activities provide assessments and therefore	1	1	1	1
	higher-stake tasks	1	1	1	1

Figure 9. Importance of Task

Input

The input is designed in various combinations of verbal and visual modalities from various sources task. As having numbered community, Moodle again showed it could be varied for particular purposes. Zabolotskikh et al. (2020) designed an individual path plugin to be utilized as individual instruction.

Features		Moodle	Chamilo	Efront	Dokeos
Input	Mix input the genres	1	1	1	1
	Variation in modality	1	1	1	1
	Move task with more specific rely on learner's singl	1*	x	x	x

Figure 10. Input

Condition

The condition is related to designing effective instruction for students in receiving knowledge and doing some activities through LMS.

Features		Moodle	Chamilo	Efront	Dokeos
Condition	Sharing information	1	1	1	1
	Split distributed activities for cooperatio	1	1	1	1

Figure 11. condition

Outcomes

The outcomes refer to products or processes, implying new knowledge and developing students' higher-order thinking skills.

Features		Moodle	Chamilo	Efront	Dokeos
Predicted Outcomes	New information and knowledge Discussion	1	1	1	1
	Use of Language	1	1	1	1
	Higher Mental Process	1*	1*	1*	1*
	Sharing information and experience Developing a ser	1	x	x	x

Figure 12. Outcomes

Teacher Lecture Factor

The teacher or lecturer factor is related to the lecturer's management in providing general encouragement and support.

Features		Moodle	Chamilo	Efront	Dokeos
teacher lecturer factor	Lecturer task teles limited	1	1	1	1
	Some tasks are more detailed and structured feed	1	1	1	1

Figure 13. Teacher or Lecturer Support

Learner factors

The learner factors refer to students' participation through LMS in all phases (before, during, and post-class).

Features		Moodle	Chamilo	Efront	Dokeos
Learner Factors	Mix task roles	1	x	x	x
	Range of tasks for individual tas	x	x	x	x

Figure 14. Students' roles

Moodle-User Statistics Data



Figure 15. Moodle-user statistics data

Based on Figure 16, Moodle supports 173,000 sites and is accessed in 34,000,000 courses. It indicates that using Moodle in many fields has facilitated many users. It affects students learning. Moreover, approximately 252,000,000 users have registered in 1,419,000,000 enrolments. In teaching and learning activities, 575,000,000 have been posted in Moodle forum. It also collected 275,000,000 resources online, and 3,877,000 quiz questions held through Moodle. In fact, Moodle has been used in 242 countries worldwide since it supports many languages. Therefore, Moodle is still favored over its world's most widely used learning management system. As an open-source LMS framework, it offers free online learning, which creates and delivers a personalized learning environment at a low cost.

Discussion

Based on the findings above, each LMS delivered the same task features. The considerable difference is the modification of LMS. In this case, Moodle has vast advantages in customization. Some individuals put effort into customizing Moodle plugins to facilitate their needs. In other words, the analysis showed that Moodle is one of the effective platforms to implement the Task-Based Flipped Classroom model because it provides an opportunity for both lecturer and student to involve in the process of Flipped Classroom context. This finding completes previous research, which found that using Moodle makes teachers more creative in designing teaching aids. As a designer, the lecturer combines his or her personality to modify several customizations to reach the instructions' goal. The consideration in selecting the variety of customization aims to give students room to express themselves critically

concerning Moodle's practicality in performing students' pre-class activity as part of the Flipped Classroom requirement (Derbel, 2021). Moreover, in the official Classroom, Moodle's system facilitates lecturer and students to explore the tasks in allocating performance tasks into extra activities, such as offering students the opportunities to discuss with other students, delivering some questions to their lecturer directly through chats or teleconference in comprehending the materials through helpful online videos, lectures, and some reflections. The critical thing is that students can report, retell, or demonstrate their interpretations through learning the previous task independently to improve their communicative skills during the lessons.

The tasks in Moodle can be modified by adding some plugins to facilitate the lecturer's necessity to prepare the instruction through technology. The findings also completed the previous research about the benefit of Moodle in enhancing students' performances before in-class through the distance learning system so that Moodle becomes a leader according to the number of users, especially as a Learning Management System in pedagogical higher education. (Louhab et al., 2020) stated that Moodle could integrate and implement Flipped Classroom to enrich students' knowledge and skills. Besides, it allows the instructor to manage the learning techniques in the Flipped Classroom setting (Louhab et al., 2020).

The previous findings also showed that it was relevant to previous research that Moodle's use in pre-class allows students to use learning time independently to gain knowledge and skills. Positively, students can actively engage in the learning process and receive individualized support. Moreover, Moodle also becomes an online resource to push students' self-regulated preparing their learning, for example, exploring lecturer-prepared online sources such as watching videos, doing guided reading exercises, finding difficult words, and reviewing previous materials (Ahmad Uzir et al., 2020). Simultaneously, the students create and naturally complete their previous interpretation since, in pre-class, students should accomplish a particular task before lesson timing via Moodle through analysis, reflection, critical thinking, and autonomy. During in-class, a task should support team working and boosts cooperation with other students. Getting feedback from students' answers and the flipped classroom context is essential to maintain their motivation. The tasks can describe a brief review of the video lecture to recall students' memory, confirm their understanding, and clarify any misunderstanding if it has happened. There will be group learning activities to report their task in front of the class. Perhaps, it is suitable for teachers to explain complicated concepts inside the Classroom. In this way, teachers can immediately understand how students grasp knowledge by observing their facial cues and further elaborate on the problematic parts according to students' inquiries. Lecturers can conclude the class or ask the students to gather to review what they have learned (Lo & Hew, 2017).

CONCLUSION

Based on the previous section, selecting an appropriate learning management system model represents that Moodle is the most widely used by users worldwide than others. Moodle is more effective than other Learning Management Systems in building a sense of community and setting instruction in most criteria and parameters of selected learning management systems. Moodle has a multi-lingual plugin that facilitates users to use it in many aspects of life, especially in designing distance learning systems. It supports predicted outcomes because the Moodle system can be tailored to users' needs and budgets.

For further research, the Flipped Classroom's task can be improved by adding a mechanism that allows the content's delivery to be adapted to the student's environment. Besides, the lecturer should be creative in modifying Moodle's features depending on the course needs through various plugins that support it. Lastly, since Flipped Classroom requires face-to-face settings during in-classes, the lecturer should add any plugin to support the situation inside the features to deliver virtual face-to-face. At the same time, the practice of higher professional education is also viewed by the effectiveness of teaching a foreign language in many conditions, namely: creativity of two parts – a lecturer and a student. The lecturer's influence interacts with his students not only during the Classroom but also before and after Classroom interactively becomes intimate with each other. The students will be creative and have more active interaction in the class, learning objectives and improving their life skills.

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